



# Comprehensive District Improvement Plan (CDIP)

## Needs Assessment: Priorities

Key Core Work Process (KCWP) 1: Design and Deploy Standards
Key Core Work Process (KCWP) 2: Design and Delivery Instruction

## Needs Assessment: Processes, Practices, or Conditions

<b>Focus Area 1: Professional Learning Communities (PLCs)</b> <ul style="list-style-type: none"><li>All school PLCs will use a PDSA model effectively to improve student learning.</li></ul>
<b>Focus Area 2: Assessment</b> <ul style="list-style-type: none"><li>All schools will develop a balanced assessment system.</li></ul>
<b>Focus Area 3: Acceleration</b> <ul style="list-style-type: none"><li>All schools will develop and implement standard-based instruction to accelerate learning.</li></ul>
<b>Focus Area 4: Culture and Climate</b> <ul style="list-style-type: none"><li>All schools will provide systematic support to meet students’ academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.</li></ul>

## 1: State Assessment Results in Reading and Mathematics

By October 2026, Fayette County Public Schools will increase Reading and Math in Elementary to 72.9; Middle 71.6; and High 66.2 as measured by the indicator score from the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, Fayette County Public Schools will increase Reading by 10% for all students as measured by Measures of Academic Progress (MAP).	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	-Provide ongoing professional learning opportunities for all teachers to engage in best practices, including the intellectual preparation cycle, when utilizing the highly quality instructional resources (HQIR) anchor resources.	-End of Unit Summatives, Formatives, and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office  -Assessment Office

By October 2026, Fayette County Public Schools will increase Reading and Math in Elementary to 72.9; Middle 71.6; and High 66.2 as measured by the indicator score from the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-Professional learning on high-yield instructional strategies	-Provide ongoing professional learning opportunities for all teachers to collaborate, implement, and analyze high-yield instructional strategies, including	-End of Unit Summatives, Formatives, and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office  -Assessment Office
Objective 2:  By May 2026, Fayette County Public Schools will increase Math by 10% for all students as measured by Measures of Academic Progress (MAP).	-Professional learning on concrete, representation, abstract, and mathematical practices connected to high-quality instructional resources (HQIR).	- Incorporate HQIRs as a resource and support teachers in designing lessons that effectively scaffold math concepts for deeper understanding.	-End of Unit Summatives, Formatives, and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-General Fund  -Assessment Office
	-Professional learning for Backward Design, Formative Assessment, and Visible Learning	-Teachers work in collaborative teams to engage with internalization protocols, design units using Backward Design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and refine their plans together.	-End of Unit Summatives, Formatives, and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office  -Assessment Office

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2026, Fayette County Public Schools will increase Science, Social Studies, and Combined Writing in Elementary to 70.5; Middle 66.1; and High 57.4 as measured by the indicator score from the Kentucky Summative Assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, Fayette County Public Schools will increase Science for all students as measured by End of Unit Common Assessments (EOU) by 10%.	-Ensure that science is taught in all grade levels daily with a foundation of teaching and learning based on anchor resources found within the high-quality instructional resources (HQIR),	-Provide ongoing professional learning opportunities for all teachers to engage in best practices when utilizing the HQIR anchor resources.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-General Fund

By October 2026, Fayette County Public Schools will increase Science, Social Studies, and Combined Writing in Elementary to 70.5; Middle 66.1; and High 57.4 as measured by the indicator score from the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-Ensure that aligned highly quality instructional resources (HQIR) are made available to all secondary teachers to use as a foundational anchor resource for teaching and learning.	-Provide ongoing professional learning opportunities for all secondary teachers to engage in best practices when utilizing the HQIR anchor resources.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-General Fund
Objective 2:  By May 2026, Fayette County Public Schools will increase Social Studies for all students as measured by End of Unit Common Assessments (EOU) by 10%.	-Ensure that social studies is taught in all grade levels daily with a foundation of teaching and learning based on highly quality instructional resources (HQIR) anchor resources.	-Provide ongoing professional learning opportunities for all teachers to engage in best practices when utilizing the HQIR anchor resources.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-General Fund
	-Continued exposure to sourcing and literacy practices in content aligned with KAS Inquiry standards for Social Studies consistently for all teachers.	-Provide professional learning opportunities for all teachers to embed sourcing and literacy practices across all standards.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-General Fund
Objective 3:  By May 2026, Fayette County Public Schools will increase Writing for all students as measured by End of Unit Common Assessments (EOU) by 10%.	-To strengthen writing across disciplines, focus on implementing research-based writing that aligns with the Kentucky Academic Standards.	-Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office
		-Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office  -General Fund
		-Use KSA-released items data and classroom formative assessment data to identify gaps and trends in student writing performance.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Assessment Office

By October 2026, Fayette County Public Schools will increase Science, Social Studies, and Combined Writing in Elementary to 70.5; Middle 66.1; and High 57.4 as measured by the indicator score from the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

3: Achievement Gap

By October 2028, Fayette County Public Schools will decrease the number of students at the novice level in combined reading and math by 10%, as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, Fayette County Public Schools will decrease Reading Novice African American students, Students with Disabilities, and English Learners as measured by Measures of Academic Progress (MAP) by 5%.	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage a multiple-read routine, writing to learn, and writing to demonstrate learning, while incorporating culturally responsive materials.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	- Teaching and Learning Office  -Assessment Office
	-Establish common language structures to identify individual needs.	-Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	- Teaching and Learning Office  -Assessment Office
Objective 2:  By May 2026, Fayette County Public Schools will decrease Math Novice African American students, Students with Disabilities, and English Learners as measured by Measures of Academic Progress (MAP) by 5%.	-Establish consistent vertical alignment of standards and mathematical practices across grade levels.	-Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades.  -Utilize MTSS framework to identify and address tiered intervention needs.	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	- Teaching and Learning Office  -Assessment Office

By October 2028, Fayette County Public Schools will decrease the number of students at the novice level in combined reading and math by 10%, as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	-Professional learning on evidence-based, high-yield instructional strategies.	-Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards.  -Use of the co-teaching model in the math classroom	-Formative, End of Unit Common and Interim Assessments -Walkthrough Data -Walkthrough Data	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	- Teaching and Learning Office  -Assessment Office

4: English Learner Progress

By October 2026, Fayette County Public Schools will increase the percentage of English Learners who demonstrate at least 0.5 growth in their WIDA ACCESS composite score by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By April 2026, schools will increase the percentage of ELs who demonstrate 0.5 or more growth on their expressive domains (speaking and writing) as measured by WIDA ACCESS by 5%.	-Provide professional learning for leaders and teachers on strategies for expressive skills (speaking, interacting, and writing) to be integrated during Tier 1 and small group instruction.	-Continue to provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies	-WIDA ACCESS Results -Survey feedback	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs.	-Title III
		-Office of Academic Services (OAS) Specialists will collaborate to provide professional learning and opportunities in PLC to build teachers' capacity to integrate oral language instruction into content area teaching and learning.  OAS Specialists will collaborate to provide professional learning for all principals, assistant principals, instructional coaches, and specialists on Writing Across Content Areas	-WIDA ACCESS Results -Survey feedback	-Office of School Leadership and Learning will monitor quarterly through support visits and walkthroughs	-Teaching and Learning Office

5: Quality of School Climate and Safety

By October 2026, Fayette County Public Schools will increase belonging in Elementary to 81.8; Middle to 70.2; and High to 67.4, as measured by the indicator score from the state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, Fayette County Public Schools will strengthen belonging-focused initiatives and strengthen attendance support structures to improve student success, as well as culture and climate in school buildings	-Launch program supports for students identified through chronic absenteeism or truancy.  -Launch program supports for students identified through belonging measures and academic measures	-Develop programs, strategies, and model structures for student success (belonging, attendance, transition) within the school (tiered approach), support, and district (tiered approach) support for students and families.	-Number of students identified for Tiered supports  -School attendance  -Quality of School Climate and Survey  -Transition rates  -Graduation rates	-The Offices of Student Support, Student Belonging, and Success will monitor the early warning systems and early truancy detection	-Stronger Connections Grant  -Student Belonging and Success
		-Provide training/PD opportunities to implement a PLC process among school staff responsible for reducing absenteeism within schools	-Number of school staff identified and supported  -Program and structures sustainability	--The Offices of Student Support, Student Belonging, and Success will monitor the participation and engagement rate of staff in	-Stronger Connections Grant  -Student Belonging and Success
Objective 2:  By May 2026, Fayette County Public Schools will increase the awarding of the Seal of Arts Excellence (SoAE) by 5%.	-Continue to support SoAE chairs in 100% of the high school and secondary special program schools.	-Distribute Seal of Arts Excellence information to schools and the Public Engagement Office efficiently and promptly	-Number of student applicants	-The Fine Arts Department will monitor student Intent to Apply applications and contact each high school SoAE chair to increase applicants and close any discipline- or school-specific gaps before the Intent to Apply deadline.	-Fine Arts Office
		-Provide technical support for schools throughout the process	-Number of student recipients -SoAE results by school and arts discipline	-The Fine Arts Department will monitor each school's portfolio progress and provide technical support to schools through surveys, just-in-time alignment sessions, and final submissions.	-Fine Arts Office

6: Postsecondary Readiness

By October 2026, Fayette County Public Schools will increase postsecondary readiness to 96.9% as measured by state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: (Academic)  By May 2026, Fayette County Schools will increase academic readiness scores by 3%.	-District develops professional learning around dual credit opportunities for various stakeholders to increase the number of students participating and completing dual credit.	-Provide workshops for schools to develop and/or expand recruitment and communication efforts for dual credit in core subjects  -Create marketing tools to inform students and families about dual credit options  -Create support systems to increase success rates for dual credit classes.  -Provide opportunities for collaboration across schools to develop successful strategies for dual credit recruitment.  -Establish a district-wide dual credit committee.	-Number of workshops provided  -Number of students attending  -Number of students taking and passing dual credit courses  -Scheduled meetings	-The Office of School Leadership for High Schools and Executive Principals will track data each semester.  --The Office of School Leadership for High Schools and Executive Principals will monitor objectives quarterly.	-High School Office
	-Develop professional learning around the SAT assessment	-Implement SAT Edmentum practice courses to support student success  -Develop SAT assessment prep workshops for juniors	-Number of students enrolled in Edmentum courses  -Enrollment in workshops	-The Office of School Leadership for High Schools and Executive Principals will monitor assessment data.	-Assessment Office



By October 2026, Fayette County Public Schools will increase postsecondary readiness to 96.9% as measured by state accountability.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		-Offer PSAT 10 assessment to Sophomores	-Number of assessments taken		
Objective 2: (Career)  By May 2026, Fayette County Schools will increase career readiness scores by 3%.	- Strengthen Career Technical Education (CTE) Pathways and Work-Based Learning (WBL) opportunities  -Improve career counseling for students.  -Align community & Schools through partnerships  -Develop Professional Learning for staff  -Create Postsecondary Readiness (PSR) systems and tracking	-Review and expand CTE offerings at each school, and align with KDE industry certifications.  - Develop and implement a Career Counseling Framework for schools.  -Convene local employer partnership council to increase Work-Based Learning (WBL)  -Identify and increase opportunities for students to engage with business/industry partners and ensure effective tracking of experiences.  -Collaborate with post-secondary institutions to align CTE pathways with dual credit options.  - Create PL sessions for school teams to understand indicators and how to track PSR for each student.  -Create PSR teams for each school and develop dashboards for tracking individual student data  - Develop district-wide CTE PLCs for CTE teachers to vertically align pathway courses to industry standards.	-Number of students in CTE Pathways  -Number of industry certifications earned and passing scores on EOP Assessments  -Number of students passing CTE Dual Credit courses  -Survey from professional learning around PSR  -CTE PLCs scheduled, and teacher attendance  -Number of students participating in WBL	-The Career Technical Education Department and Executive Principals will monitor objectives quarterly.	-CTE Office



7: Graduation Rate

By October 2026, Fayette County Public Schools will increase its combined 4- and 5-year graduation rate to 94.0% as measured by state accountability.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, increase access to academic content by removing non-academic barriers to instruction.	-Decrease the days of missed instruction due to out-of-school suspension based on a per-100 comparison rate	-Increase the use of supportive/restorative discipline consequences and reduce the number of days of out-of-school suspension.	-Behavior data showing the number of supportive/restorative consequences assigned and the days per 100 of out-of-school suspensions assigned.	- The Student Supports Office will monitor monthly using districtwide progress monitoring relevant data through a behavior data monitoring form.	-Safe Schools Funds
	-Decrease the percentage of students missing school due to out-of-school suspensions	-Increase the use of supportive/restorative discipline consequences	-Behavior data showing the number of supportive/restorative consequences assigned	- The Student Supports Office will monitor monthly using districtwide progress monitoring relevant data through a behavior data monitoring form.	-Safe Schools Funds
Objective 2:  By May 2026, increase the number of meaningful experiences with partners to increase student engagement.	-Increase Work-based learning opportunities through improving partnership systems, professional learning, and WBL tracking.	-Train FCPS staff to document WBL hours and experiences.  -Establish partner liaisons at each school to manage partnerships and increase partner engagement.  -Establish meetings for FCPS support personnel and partner liaisons.	-Number of co-ops, internships, guest speaking, site visits, & apprenticeships.  -Work Based Learning tracker created and implemented.  -Number of partnerships, number of engagements with partners	-The Office of School Leadership for High Schools and Executive Principals will monitor growth monthly	-High School Office  -CTE Office

8: Family Engagement

By May 2026, Fayette County Public Schools will increase evidence of engaging families, Preschool - 12th grade, through a variety of strategies that enhance the academic and overall well-being of our students as measured by survey results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By May 2026, Fayette County Public Schools will increase family participation in school and district engagement opportunities by 10% as measured by survey data.	-Continue to implement and monitor the strategies developed in the FACE Action Plans.	-Execute the expectations established on the FACE action plan.	-Analyze pre- and post-action plan data  -Participation data of staff and families	-Principal, FACE Lead, and FACE Liaison will compare the Fall to Spring based on survey feedback.	-Title I  -General Fund  -External Grants
		-Provide professional learning to school staff on evidence-based family, community, and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-The Family and Community Engagement (FACE) Department will monitor the professional learning request form and the staff learning feedback form	-Title I  -General Fund  -External Grants

9: Working Conditions

By June 30, 2028, Fayette County Public Schools will increase the rate of favorable responses for how much feedback is received on teaching, from 46% to 53%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1:  By June 30, 2026, Fayette County Public Schools will increase the rate of favorable responses for how much feedback is received on teaching, from 46% to 49%.	-Refine district coaching model/framework	--Survey principals to gain further knowledge of the <i>High-Dosage Instructional Coaching Mode</i>  -Train a cohort of instructional coaches/teacher leaders using a specific, evidence-based coaching	-Coaching Cycle Fidelity: Submission of a digital log (e.g., a district LMS) showing that 90% of all teaching staff received a minimum of 5-10 feedback cycles by the end of the school year. 2. Feedback	-The Chief School Leadership Officers and Principals will conduct monthly meetings to review the data.	-Title II, Part A

By June 30, 2028, Fayette County Public Schools will increase the rate of favorable responses for how much feedback is received on teaching, from 46% to 53%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		framework (e.g., Leverage Leadership, various state-developed models), focusing on "bite-sized" action steps. Each teacher will be assigned to a coach and will complete a minimum of one full coaching cycle every three to four weeks.	Quality: Annual audit of 15% of written feedback summaries to ensure they include at least one specific, measurable, and actionable next step (e.g., "Use a 4-minute turn-and-talk to check for understanding at the end of the mini-lesson") rather than general statements.		
		-Professional learning around coaching models	-District Coaching companion and implementation goals	-The Chief School Leadership Officers and Principals will review data from coaching logs	-Title II, Part A
	-Develop the capacity of school leadership teams to provide feedback	-Professional learning designed and delivered, and build the capacity of district staff to implement training for leadership teams	-Perception survey data from school leadership teams  -Evidence of coaching and feedback (logs, dashboards)	-The Chief School Leadership Officers and Principals will provide coaching to the school leadership teams and monitor through feedback.	-n/a
	-Increase instructional effectiveness based on quantitative and qualitative data	-Develop a systematic plan for coaching to provide teachers with feedback and support around appropriate instructional strategies needed to ensure congruence with the intended learning.	-School-specific plans created to circulate the admin team for teacher walkthroughs and feedback.  -Monitoring of student assessment data to determine if students are meeting learning outcomes.	-The Chief School Leadership Officers and Principals conduct monthly meetings to review the walkthrough data and feedback given to each teacher.	-n/a

Special Considerations for Districts with Targeted Support and Improvement (TSI), including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b> The Office of School Leadership and Learning has met to initiate acceleration plans for our two TSI and 12 ATSI schools. The district implements a structured, multi-tiered system for monitoring and supporting schools identified for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). This system ensures that each school’s improvement plan is data-driven, aligned with root-cause analysis, and supported through ongoing district oversight. The Office of School Leadership and Learning convened at the outset of the planning cycle to initiate acceleration plans for the district’s two TSI and twelve ATSI schools. District leaders—including representatives from curriculum, special populations, assessment, and school leadership—collaborate to review school-level data, identify priority needs, and align district supports with each school’s targeted subgroups.</p> <p>Each TSI/ATSI school is required to develop a School Improvement Plan (SIP) that includes:</p> <ul style="list-style-type: none"><li>• Results of data analysis and root-cause determination.</li><li>• Evidence-based interventions aligned to targeted student group performance needs.</li><li>• Measurable goals and progress-monitoring indicators.</li><li>• Plans for ongoing professional development and instructional coaching. District staff provide templates, technical assistance sessions, and individualized feedback to ensure that all plans meet state and federal requirements before they move forward for approval.</li></ul> <p>The district implements a continuous monitoring cycle anchored in frequent data reviews and targeted support:</p> <ul style="list-style-type: none"><li>• Monthly data check-ins with school leadership teams to review subgroup performance, progress toward benchmarks, intervention implementation, and any required plan adjustments.</li><li>• Quarterly monitoring visits conducted by the Office of School Leadership and Learning to observe instructional practices, evaluate implementation fidelity, and provide real-time coaching and feedback.</li><li>• Professional learning and coaching, aligned to identified needs, are provided through district instructional specialists and external partners when necessary.</li></ul>

**Monitoring and Support**

As part of the district’s commitment to continuous improvement, each TSI/ATSI school engages in regular reflection based on data and feedback from monitoring visits. Plans may be amended during the year to reflect new data, adjust interventions, or respond to emerging needs. District leaders ensure that any modifications remain aligned with evidence-based practices and support meaningful improvement in targeted subgroups.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

**Additional/More Rigorous Actions**

**Consider:** List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

**Response:**

Our district has 12 ATSI schools; Bryan Station Middle, Bryan Station High, Frederick Douglass High, Henry Clay High, Lafayette High, Lexington Middle, Millcreek Elementary, Paul Laurence Dunbar High, Southern Middle, Tates Creek Middle, and Winburn Middle.